

Quinton Primary School



Relationships and Sex Education (RSE) Policy

Reviewed Feb 2024

Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

This policy covers our approach to Relationships and Sex Education (RSE) which is a statutory component of the PSHE and Citizenship curriculum from September 2020. It aims to set out the purpose of Relationships Education and the intended outcomes for pupils, what is covered in our curriculum and how it is delivered.

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 made Relationship Education compulsory in all primary schools and parents are unable to withdraw their child from this, sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other schools, already choose to teach some aspects of sex education and will continue to do so.

For details of our RSE curriculum go to our school website:

quintonprimaryschool.co.uk - Key Information, Curriculum, PSHE, RSE and British Values

Documents that inform the school's Relationships Education Policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

Please see <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education> for Government guidance documents on RSE.

This policy is set out to explain how and why RSE is taught at Quinton Primary School.

We define Relationships Education as learning about the many strands of relationships and growing up. This includes family relationships, friendships and relationships with peers and adults, healthy and unhealthy relationships, the characteristics of positive relationships, relationships online and the emotional, social and physical aspects of growing up.

Quinton teaches Sex and Relationships Education as part of personal, social, health and economic education (PSHE). RSE gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

Purpose and Principles (Intent)

At our school, we believe in providing every pupil with open, honest, accurate and age-appropriate lessons all about relationships. Through the school's ethos and values, we aim to develop children's knowledge, skills, opinions, strategies and confidence - enabling them to cope with life and to live safely and happily in the modern world.

We highly value the partnership between school and home and promote open and informative two-way communication. We aim to provide parents and carers with accurate information about what their child is learning in school and to provide the best learning environment and opportunities for our children.

Our Relationships Education curriculum is inclusive and meets the needs of all children, including those with special educational needs or disabilities (SEND). We also aim to promote gender equality and represent the LGBT+ community.

Through our comprehensive Relationships Education provision, we aim to provide all pupils with:

- The knowledge and understanding of a variety of relationships;
- The ability to identify any concerns they have about a relationship;
- Coping strategies and an awareness of how and where to seek support;
- An understanding of their rights and responsibilities within a range of relationships;
- An awareness of the process of growing up and the changes they and others will experience;
- An understanding of the characteristics of positive relationships.

Our Relationships Education Curriculum

Our inclusive Relationships curriculum supports the objectives set out by the PSHE Association which meet the statutory requirements for Key Stage 1 and 2. It forms a core part of our comprehensive Personal, Social and Health Education (PSHE) curriculum.

Our Relationships Scheme of Work can be viewed on our website.

Learning in Relationships Education lessons link to learning in other curriculum areas such as Science and RE.

Our lessons are differentiated, where appropriate, ensuring all children are able to participate fully. Children are given the opportunity throughout the units of work to reflect on and evaluate their learning - assessment opportunities are built in to every lesson.

Delivering the Curriculum (Implementation)

Our PSHE lessons are taught by staff who are trained in delivering the specific content of the lessons. Ground rules are established in class and children are reminded of these. Special consideration is given when teaching particularly sensitive content and staff are

fully aware of the children in their class and how they might relate to the lesson content.

We aim to create and maintain a safe environment within which all children feel able to ask questions and discuss issues openly. For any child wishing to discuss something confidential, relating to the lesson content, an opportunity will be provided.

Each class also has a question box, which gives children the option to write down their questions and receive an answer on a one-to-one basis, rather than in front of the whole class. Distancing techniques are employed in our Relationships Education, as with other areas of the PSHE curriculum, meaning that children are able to discuss fictional characters and scenarios, rather than discussing their own lives and experiences.

In order to meet the needs of all children and to make our lessons engaging, we aim to deliver our Relationships Education curriculum through a variety of teaching methods and interactive activities.

Parents

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet. We are committed to working closely with parents and carers and so information leaflets and surveys will be sent out to inform you of your child's learning within their year group.

Parents and carers have the legal right to withdraw their child from all or part of sex education taught as part of statutory Relationships Education, with the exception of the objectives included in National Curriculum science. Those considering this option are asked to speak with your class teacher in order to find out more.

Impact

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school, we acknowledge that we have a responsibility to prepare children for menstruation and to make adequate and sensitive arrangements to help children manage their periods. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in year 4. For this reason, we deliver puberty lessons to all children in years 4, 5 & 6. As part of RSE lessons, all children are told about menstruation and there is discussion of what periods are, explanation of other symptoms associated with periods and discussion of how they can be

managed hygienically and sensitively. In addition to this, we discuss the emotional and physical changes people encounter during puberty, including body odour, mood swings, hair growth, acne and growth spurts.

We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated, age appropriate, spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts becoming taboo and of preventing children from becoming embarrassed by the topic.

We believe it is important that this material is delivered by the classroom teacher in conjunction with parents/carers as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, so we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support needed or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children learn to talk openly, without embarrassment, in front of each other and we can foster a better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.

Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the designated safeguarding lead and in his/her absence, their deputy.

Safeguarding leads: Mr Skelcher, Mrs Hopkins and Mrs Herdman, Miss Miller

Any visitors and external agencies which support the delivery of Relationships Education will be required to adhere to the school's safeguarding policy and policies relating to the subjects they are teaching or contributing towards.

Please refer to our Safeguarding Policy for more information.

Confidentiality

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection coordinator who may confer with the Headteacher before any

decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

The school will ensure that staff understand that they cannot offer unconditional confidentiality to pupils. They will work within the school's confidentiality policy agreed procedure for recording and reporting disclosures and the nature of access to this information.

Support networks

- **In school** – School counsellor (Lesley-Anne), David Skelcher (Head teacher), Nicki Herdman (Learning Support Lead) Sarah Miller (Special Educational Needs Coordinator)
- **Your local GP**

Mental Health

- <https://www.warwickshire.gov.uk/mentalhealthyoungpeople>
- **Samaritans:** call 116 123 free 24/7
- **MIND Coventry and Warwickshire:** Help and support for mental health problems. Call 024 7655 2847 or visit www.cwmind.org.uk
- **Bullying, Loss and bereavement, School transition, Witnessing domestic violence** - www.relatecoventry.org - services – young people
- **Children and young people's drug and alcohol service** - <https://www.compass-uk.org/services/warwickshire-cypdas/>
- <https://www.wcava.org.uk/news/2020/04/16/children-and-young-person-advice-helpline>

Online Safety

For parents:-

- **Internet Matters organisation** – Empower parents/carers to keep children safe in the digital world.
- **NSPCC charity** – Resources to help keep your children safe when using the internet.

For pupils:-

BBC Own It - Helps young people take control of their online life

Childline – Information for children on gaming, bullying and relationships.